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| 1.Title / Content Area: | Women during World War Two | tps_logo_500x390 |
| 2. Developed by: | Ally Kennedy |
| 3. Grade Level: | High school Junior (+/- a year) |
| 4. Essential Question: | How do you think women were treated during world war two as they began working and playing the “Rosie and Riveter” role in American society? |
| 5. Contextual Paragraph | The students will learn the importance of the women’s role during the world war two era. In addition to the importance, the students will begin to recognize the impact women in the 40s have had on women today. The students will begin learning about how American government has grown into what it is today and how influential our country’s past has been on our country today. The students will learn how to interpret different forms of media and how to decipher the meaning behind each form. The students will also make judgments and opinions on how they think things would be different today if the women’s suffrage movement didn’t go the way it did. They will be faced with answering the above essential question and have to decide where they stand and give logical explanations as they why they made that decision. |

# Annotated Resource Set (ARS)

**Phase I**

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| 6. **Resource Set** | | | | | |
| Norman Rockwell’s ‘Rosie’ | About Rosie the Riveter | Jobs for Women in WWII | Collection of information of women during WWII | A collection of pictures showing ‘real’ Rosie the Riveters | Women and Broadcasting during WWII |
| This will be used primarily as the attention grabber for the students. It will begin introducing the fact that the women right to vote and the women’s suffrage movement in the U.S. had an impact on the world. | This reading will introduce the students to who Rosie the Riveter was/is. They will learn what she represented for women in the 40s and how she inspired and motivated women to hold their own in a time that was crucial for women to stand up for themselves. | The students will begin to see the types of jobs that women had begun realizing that they were capable of completing. This will open the students eyes to how women were really viewed by society and how it impacted society when women began changing the ways in which they were being viewed. | This will further elaborate to the students how large of an impact women had on what was going on in the United States during WWII. This will begin introducing the students to specific groups and individuals and how they impacted or were impacted by the women’s suffrage. | This collection will show students examples of women really doing it and playing the role of Rosie the Riveter. This will allow the students to view Rosie more as an icon to the women in the 40s rather than a lady on a poster. They will begin understanding the meaning that was intended by the famous picture. We can do it! | This will expand the students knowledge on other roles women held during the time. It will be important that the students realize that women were breaking into the job market and were fairly limited as to what men thought women would be able to do as well as them. |
| see caption below |  |  |  |  |  |
| <http://memory.loc.gov/cgi-bin/query/D?awh:1:./temp/~ammem_uHKP::@@@mdb=rbpebib,mcc,nawbib,suffrg,mnwp,rbcmillerbib,awh,awhbib> | <http://www.loc.gov/rr/program/journey/rosie-transcript.html> | <http://www.loc.gov/exhibits/wcf/wcf0002.html> | <http://www.loc.gov/rr/mss/guide/women.html> | <http://www.loc.gov/rr/print/list/126_rosi.html> | <http://memory.loc.gov/ammem/awhhtml/awrs9/forwomen.html> |
|  | | | | | |
| Poem about women gaining power | Poster against women’s right to vote (by women) | Picture showing the household assumption of rights for women to vote | Map showing the route of the envoy for women’s voting rights | (Resource Title Here) | (Resource Title Here) |
| This will expose students to the way men thought of women becoming a strong force in the work environment. The students will begin to see through references in this poem that women truly were thought of as home makers and that that was their job. | This will show students that men weren’t the only ones against giving women the right to vote. The women who preferred their homemaker ways of life didn’t want things to change. | This will open the student’s eyes as to how things would change for home life once the women received the right to vote. The students will be able to start making assumptions that the men weren’t necessarily confident in their skills at home. | This will show the importance that the U.S. government put on the women’s right to vote. The students will see that is was impacting the whole country and very much so in the West. This may also hint to the students that the government wanted the women to know that the government viewed their right to vote as important so that the new votes would benefit the government in the ways they wanted. | (Context) | (Context) |
|  |  | http://memory.loc.gov/service/pnp/cph/3a50000/3a51000/3a51800/3a51845t.gif |  |  |  |
| <http://memory.loc.gov/cgi-bin/ampage?collId=rbcmil&fileName=scrp5011302/rbcmilscrp5011302.db&recNum=0&itemLink=h?ammem/rbcmillerbib:@field(DOCID+@lit(rbcmiller001994))> | <http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/159/159004r.jpg&topLinks=/service/mss/mnwp/159/159004v.jpg,/master/mss/mnwp/159/159004u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field(NUMBER+@band(mnwp+159004))> | <http://memory.loc.gov/cgi-bin/query/I?suffrg:1:./temp/~ammem_F6Sc::displayType=1:m856sd=cph:m856sf=3a51845:@@@suffr> | <http://memory.loc.gov/cgi-bin/displayPhoto.pl?path=/service/mss/mnwp/160&topImages=160080r.jpg&topLinks=160080v.jpg,160080u.tif&displayProfile=0&dir=ammem&itemLink=r?ammem/mnwp:@field(DOCID+@lit(mnwp000270))> | (Resource Link Here) | (Resource Link Here) |

Notes/Comments:

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| **Resource Set** | | | | | |
| (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) |
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| (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) |
|  | | | | | |
| (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) |
| (Context) | (Context) | (Context) | (Context) | (Context) | (Context) |
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| (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) |

**Phase II**

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| **Foundations Annotations** |
| 7. **Curriculum Connections** |
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| 8. **Curriculum Standards** |
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| 9. **Content & Thinking Objectives** |
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| 10. **Inquiry Activities & Strategies** |
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| 11. **Assessment Strategies** |
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| **Other Resources** |
| 15. **Web Resources** |
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| 16. **Secondary Sources** |
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| 17. **Print and Other Media Resources** |
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**ARS Component Guide**

**Phase I Components**

1. **Title / Content Area:** Provide the title of the ARS. If the title doesn’t explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women’s History, etc.).
2. **Developed by:** Provide your name and any other contributors to the ARS.
3. **Grade Level:** Provide the grade level(s) for which the set is to be taught.
4. **Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
5. **Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set anddescribing the context in which the set is to be used
6. **Resource Set:** Provide titles, context, thumbnails and addresses for the specific resources. It isn’t necessary to provide a thumbnail for all resources (e.g. audio and video files). **Important**: Be sure to use a permanent URL for all resources (Refer to A2.6).

**Phase II Components**

1. **Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
2. **Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
3. **Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
4. **Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
5. **Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

**Other Resources**

1. **Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS
2. **Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS
3. **Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS